

GEAR UP
Annual Performance Report for State Programs
Program Year 2001-2002

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SECTION I: PROJECT IDENTIFICATION, CERTIFICATION AND WARNING

A. Identification

1. PR/Award Number: _____
2. Name of Grantee: _____
3. Address (City, State, Zip): _____
4. Name of Project Director/Contact Person: _____
5. Phone Number: _____ Fax: _____
Email Address: _____
6. Report Period: _____ to _____
Month/Day/Year Month/Day/Year

B. Certification: We certify that the information reported herein is accurate, complete, and readily verifiable to the best of our knowledge.

Name of Project Director (Print) Name of Certifying Official (Print)

Signature and Date Signature and Date

C. Warning: Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C. 1231a).

SECTION II: DEMOGRAPHIC PROFILE OF PROJECT PARTICIPANTS

A.	NUMBER OF PARTICIPANTS YOU EXPECTED TO SERVE (2001-2002, as indicated in award document)	NUMBER _____
B.	NUMBER OF PARTICIPANTS THIS SCHOOL YEAR (2001-2002) A participant is a person who receives services directly from the GEAR UP project or as a result of school or other instructional or service reforms supported by GEAR UP funds (federal and/or matching). . The students who have received services in the 2000-2001 school year will be called the 2000-2001 GEAR UP participants in all subsequent entries. 1. New participants, 2001-2002 2. Continuing/returning participants (i.e., began 1999-2000) 3. Total participants	NUMBER _____ _____ _____
C.	PARTICIPANT DISTRIBUTION BY ETHNIC BACKGROUND, 2001-2002 1. American Indian or Alaska Native 2. Asian 3. Black or African American 4. Hispanic or Latino 5. White 6. Native Hawaiian or Other Pacific Islander 7. Total (should equal B3)	NUMBER _____ _____ _____ _____ _____ _____ _____

Instructions for “C” Above

These data are not mandatory but are extremely helpful to the Education Department in reporting on the “first generation” and ethnic characteristics of participants served by the program.

The race/ethnicity categories used in this section are consistent with the Department of Education’s policy on the collection of racial and ethnic information. These categories are defined as follows:

American Indian or Alaska Native – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.

Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, and the Philippine Islands.

Black or African American – A person having origins in any of the black racial groups of Africa.

Hispanic or Latino – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

White – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii or other pacific islands such as Samoa and Guam.

D.	PARTICIPANT DISTRIBUTION BY GENDER, 2001-2002	NUMBER
1.	Male	_____
2.	Female	_____
3.	Total (should equal B3)	_____

E.	PARTICIPANT DISTRIBUTION BY GRADE AND NEW OR CONTINUING STATUS IN GEAR UP, 2001-2002	New	Continuing
	K-4	_____	_____
	5	_____	_____
	6	_____	_____
	7	_____	_____
	8	_____	_____
	9	_____	_____
	10	_____	_____
	11	_____	_____
	12	_____	_____
	TOTAL	_____ *	_____ **

* Total should equal B1.

** Total should equal B2.

F. PARTICIPANTS OF LIMITED ENGLISH PROFICIENCY

Number

Limited English proficiency, with reference to an individual, means a person whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

These data (E+F) are not mandatory but are extremely helpful to the Education Department in reporting on the characteristics of participants served by the GEAR UP program.

G. PARTICIPATING SCHOOLS (IF APPLICABLE)

If applicable, please provide a list of schools participating in your GEAR UP project during this year (2001-2002 school year) indicating which grade each school offers. A participating school is a partner school identified in your GEAR UP application or award document or is a place where GEAR UP services are provided. Please include all schools you identified in your application, even if they do not yet have participating GEAR UP students.

SCHOOL NAME	SCHOOL LEVEL – grade levels offered in the school*	CITY	STATE	ZIP CODE

* Show grade levels available in the school, regardless of whether they are served by GEAR UP, separated by commas (e.g., 6, 7, 8).

SECTION III: GEAR UP SCHOOLS AND SERVICES

A. Table 1: School Level Data (If applicable)

School Data, Table 1

Number of schools served by project	_____
Average number of students per school that are in GEAR UP	_____
Percent of students in GEAR UP across all schools who are eligible for Free or Reduced Price Lunch	_____ %

B. Table 2: School Level GEAR UP Enrollment Data (If applicable)

If applicable, please enter the names of partner schools in the same order as in Table 1 above. Projects using a priority student selection model (i.e., serving selected students within a school rather than entire grade cohorts) need only complete the last row of the table. For each school, please indicate the number of students that received services from GEAR UP this school year (2001-2002). If a participant is not enrolled in any participating school but is enrolled in GEAR UP, please use the next to last row to enter his/her data. **The students who have received services in the 2001-2002 school year will be called the 2001-2002 GEAR UP participants in all subsequent entries.** Please show the average and median hours of GEAR UP service received by participants at each school during 2000-2001. If you are providing estimates in any cell for average or median hours, please indicate by placing an asterisk (*) next to the estimate. GEAR UP services are services that are supported in full or in part by GEAR UP federal or matching funds. They include both direct services to youth as well as instructional or other service provided as a result of reforms supported through GEAR UP (such as curriculum or school reform).

Table 2: School-Level GEAR UP Participation Data

School Name	2001-2002 School Year		
	Number of GEAR UP Participants	Average Hours of GEAR UP Service per Participant	Median Hours of GEAR UP Service Per Participant
1.			
2.			
3.			
4.			
GEAR UP participants not enrolled in a partner school			
TOTAL			

* Report hours of services per participant for entire school year.

[illegible]

C. Table 3, School Level Data: Low income/First Generation GEAR UP Participants (If applicable)

If applicable, please enter the names of all schools served by your GEAR UP project in the same order as in School Level Data, Table 1. Projects using a priority student selection model (i.e., serving selected students within a school rather than entire grade cohorts) need only complete the last row of the table. For each school, please show the number of GEAR UP participants who are **low income** (i.e., either eligible for Free and Reduced Price Lunch or has family income at or below 150% of poverty level) and the number of students where neither parent or guardian completed a four-year college degree (i.e., potential “**first generation**” college student). These categories are NOT mutually exclusive. Some students may be both low income and “first generation” and, hence, counted in both cells. Data on low income/first generation status may have been collected in an earlier year (e.g., when the student entered the GEAR-UP program). Please show the average hours of GEAR UP service per low income student and per first generation student in 2001-2002. GEAR UP services are services that are supported in full or in part by GEAR UP federal or matching funds. They include both direct services to youth as well as instructional or other service provided as a result of reforms supported through GEAR UP (such as curriculum or school reform).

Table 3: School-Level GEAR UP Participation Data: Low Income and First Generation Participants

School Name	2001-2002 School Year			
	Number of GEAR UP Participants		Average Hours of GEAR UP Service Per Low Income Participant	Average Hours of GEAR UP Service Per “ First Generation ” Participant
	Low Income	“First Generation”		
1.				
2.				
Low income and/or first generation participants not enrolled in a partner school				
TOTAL				

D. Table 4: GEAR UP STAFFING, All Funding Sources and Volunteers

Please show the staffing for this project. Please show the title of each staff member who worked on project development during 2001-2002 (e.g., curriculum development) or provided services to participants. Indicate his or her duties (using codes provided), whether the staff member was full or part time on the GEAR UP project, to which partner organization he/she belonged, and the source of funding for the position (GEAR UP and/or match, or neither). Please indicate whether this person was hired primarily to work on this project. Please list all persons who worked on this project on a regular basis, including volunteers, whether or not they were supported with Federal GEAR UP or explicit matching funds. For example, include college students who may have been working on the project under Work/Study, for course credit, or on a volunteer basis.

Table 4: Professional Staffing Table, 2001-2002 School Year

Title of staff member	Primary duties of staff member(see codes below)	Number of staff in category	Enter FT for full time, PT for part time on GEAR UP project	Name of Employing Partner	Source(s) of Funding for Position: G for GEAR UP, M for Match, NA if neither	Hired for GEAR UP Project? (Y or N)*

* Enter NA if not employed for pay by any partner

Duties of Staff Members (enter 1-3 codes for each staff member in order of importance; separate codes with commas)

- 01 Administer GEAR UP project
- 02 Provide advising/counseling to GEAR UP participants
- 03 Provide instruction to GEAR UP participants
- 04 Provide tutoring to GEAR UP participants
- 05 Provide mentoring to GEAR UP participants
- 06 Provide other direct service to GEAR UP participants
- 07 Provide project development or design
- 08 Provide support or clerical service
- 09 Provide other professional service
- 10 Provide liaison services between GEAR UP school/providers (including public housing authorities) and parents of student participants
- 11 Provide professional development programs to GEAR UP teachers and other school staff

E. Table 5: GEAR UP Project Services

In the table, please indicate all services that your project provided in 2001-2002. Please refer to the accompanying list of possible services (**Section VIII: The GEAR UP Service Codes**, beginning on page 28 of this document) and enter the appropriate code numbers. If you provided services that do not appear on the list, please enter code numbers shown and describe those services as indicated. For each service that you provided, please indicate the number of participants that received the service and the average and median hours of that service per participant receiving the service (across all project sites). Please try and account for all service hours of your project. If you are providing estimates in any cell for average or median hours, please indicate by placing an asterisk (*) next to the estimate. GEAR UP services are services that are supported in full or in part by GEAR UP federal or matching funds. They include both direct services to youth as well as instructional or other service provided as a result of reforms supported through GEAR UP (such as curriculum or school reform).

Table 5: Project Services, 2001-2002

Service (to describe the service, enter a code number in each of the three columns, See "Service Codes" at end of report)			2001-2002 School Year		
Nature of Service	Timing of Service	Mode of Service	Number of GEAR UP Participants Receiving Service	Average Hours of Service Per Participant Receiving Service	Median Hours of Service Per Participant Receiving Service

(more rows will be added).

Note: The unique combination of nature, timing and mode of services should be entered on a separate line. For example, various types of staff may offer tutoring in math at different times of the day. If during the school day a teacher provides tutoring in math every day in a specially scheduled class and a project staff person offers another tutoring session in a small group three times a week after school, then the table above would be completed in the following manner. On the first line, code 01 would be entered under "Nature of Service," code 09 would be entered under "Timing of Service," and code 04 would be entered under "Mode of Service." On the second line, 01 would be entered under "Nature of Service," code 02 would be entered under "Timing of Service," and code 07 would be entered under "Mode of Service."

Table 5B: Project Services for Parents, 2001-2002

Service (to describe the service, enter a code number in each of the three columns. See "Service Codes" at end of report)			2001-2002 School Year		
Nature of Service	Timing of Service	Mode of Service	Number of GEAR UP Parents Receiving Service	Average Hours of Service Per Parent Receiving Service per year	Median Hours of Service Per Parent Receiving Service per year

(more rows will be added).

F. Table 6: GEAR UP Scholarships

In the table, please indicate all scholarships that your project provided for postsecondary education in 2001-2002.

Table 6: Scholarships, 2001-2002

Year first enrolled in college	Number of GEAR UP participants receiving scholarship for postsecondary education	Average amount of scholarship
1999-2000		
2000-2001		
2001-2002		
2002-2003		
2003-2004		
Total		

SECTION IV: GEAR UP STUDENT OUTCOMES

This section of the report asks you to provide outcome information for current participants (i.e., enrolled in the program in 2001-2002). Do not add on to data you provided in your last Performance Report but create a new table because individuals participating last year may have changed from “current” to “former” participants (or visa versa) this year. Because GEAR UP performance reports are due in May of each year it is not possible to report end of the school year grades and outcomes for current participants. As a result, the tables which follow generally request projects to report on the progress of current participants up to the time of the report or at the mid-point of the school year.

A. Grade Level Table 1, Academic Progress/Course Enrollment by Current Participants

For all grades served by your GEAR UP project, please indicate the number of 2001-2002 GEAR UP participants in each category. Please note that Table 1C requests projects to report the cumulative number of students who have enrolled in the listed courses (i.e., the number of students who have ever enrolled in algebra, geometry, etc.). All other tables request information on current educational progress.

Participant Outcome Tables

Table 1A, Current Participants, Successful Progress at Mid-Year in Middle School Courses, by Participant's Current Grade Level (2001-2002)

Current Grade Level	Number of Current Participants (2001-2002)							
	Mathematics			English/Language Arts			Science	
	Below 70	70 – 80	Above 80	Below 70	70 – 80	Above 80	Below 70	70 – 80
K-5								
6								
7								
8								
9								
10								
11								
12								
Total								

Terms

Above 80 – receiving grade of B or above or 80% or higher

70 - 80 – receiving grade of C or between 70% and 80%

Below 70 – receiving grade below C or below 70%

Table 1B, Current Participants, Advanced Middle School Course Enrollments by Participant's Current Grade Level (2001-2002)

Current Grade Level	Number of Current Participants Enrolled (2001-2002)		
	Advanced Mathematics	Advanced English/Language Arts	Advanced Science
5			
6			
7			
8			
9			
10			
11			
12			
Total			

(Note: Advanced is used to denote students who are deemed to be working above grade level.)

Table 1C, Current Participants, Cumulative Course Enrollments by Participant's Current Grade Level (2001-2002)

Grade Level	Number of Current Participants Enrolled (2001-2002 or previously)						
	Pre-algebra	Algebra 1	Geometry	Calculus	Chemistry	Physics	At least one AP Class
6							
7							
8							
9							
10							
11							
12							
Total							

B. Grade Level Table 2, Educational Progress by Current Participants

Please indicate the number of participants in each grade you served (during the 2001-2002 school year), who were performing at grade level or above at the mid-point of the school year (as indicated by standardized test or teacher assessment—if teacher assessment, place asterisk next to number). Please also indicate the number of 2001-2002 participants who were repeating the grade they were enrolled in, who had 5 or more unexcused absences during the first two quarters of the school year, completed high school, and/or enrolled in a postsecondary institution by the end of the reporting period. Please indicate the average mid-year GPA for GEAR UP participants (where calculated), and the number that took a college entrance exam (ACT or SAT).

Table 2, Current Participants (status at end of 2001-2002 school year)

Grade Level	Educational Progress in 2001-2002 by Current Participants							
	Number Performing at Grade Level	Number Retained in Grade	Number with high absence rate	Average GPA* (for grades where calculated)	Number Taking ACT or SAT Exam	Number Completing High School	Number Entering Postsecondary Institution	
							2 year or less	4 year
K-5	Data reported in Table 1A							
6								
7								
8								
9								
10								
11								
12								
Total								

* Please specify if the GPA is an academic GPA (e.g., restricted to core courses such as math, English/language arts, social sciences, science, and foreign languages), total GPA (includes courses in vocational education, physical education, performing arts, etc), or other.

C. Grade Level Table 3, Cumulative Course Completions for Comparison Students (i.e., Non-Participants)

Please provide the information in the following tables, if you have data available on students who are similar to GEAR UP students but who are not receiving services (i.e., comparison students). This information is optional.

Please complete this table for persons who were not previously served by your GEAR UP project, **and for whom you have complete information to fill out this table**. Please indicate the numbers of such persons by grade level this academic year. Please indicate how many have completed the courses indicated (during this year or previously—i.e., cumulatively). These courses include: pre-Algebra, Algebra 1, Geometry, Calculus, Chemistry, or Physics, as well as any Advanced Placement (AP) course. **Do not include course completion data for persons for whom you have incomplete data for this table as a whole (i.e., completion information for some courses but not for others).**

Grade Level Table 3, Comparison Group (i.e., Non-Participants)

Grade Level	Number of Non-Participants Completing (2001-2002 or previously)							
	Number of Non-GEAR UP Students	Pre-algebra*	Algebra 1	Geometry	Calculus	Chemistry	Physics	At least one AP Class
6								
7								
8								
9								
10								
11								
12								
TOTAL								

* Includes Pre-Algebra or its equivalent or pre-requisite for Algebra.

(Note: In many schools the names for these math classes can vary. Classify classes based on the content of the class.)

For how many non-GEAR UP students (i.e., non-participants) who are still at or below age 18 do you lack the data to complete the above table? _____ number

D. Grade Level Table 4, Educational Progress of Comparison Students (not enrolled in GEAR UP 2001-2002)

Please indicate the number of non-participants in GEAR UP who were performing at grade level or above at the end of the 2000-2001 school year (as indicated by standardized test or teacher assessment—if teacher assessment, place asterisk next to number). Please indicate the number of non-participants who were retained in grade, who had 5 or more unexcused absences during the first two quarters of the school year, took a college entrance exam (ACT or SAT) or completed high school. Please also indicate the number of non-participants who enrolled in postsecondary education. **Only include in this table those non-participants for whom you have complete information for this table.**

Grade Level, Table 4, Non-participants (status at the end of the 2001-2002 school year)

Grade Level	Educational Progress in 2001-2002 by Non-Participants							
	Number Performing at Grade Level	Number Retained in Grade	Number with high absence rate	Average GPA* (for grades where calculated)	Number Taking ACT or SAT Exam	Number Completing High School	Number Entering Postsecondary Institution	
							2 year or less	4 year
K-4								
5								
6								
7								
8								
9								
10								
11								
12								
Total								

* Please specify if the GPA is an academic GPA (e.g., restricted to core courses such as math, English/language arts, social sciences, science, and foreign languages), total GPA (includes courses in vocational education, physical education, performing arts, etc), or other.

In order to avoid double counting participants please indicate:

How many non-participants are included in Table 3 but are not included in Table 4?

Number: _____

How many non-participants are included in Table 4 but are not included in Table 3?

Number: _____

E. Participant Educational Expectations and Knowledge of College Preparation and Financial Assistance

This section of the report asks you to provide information from student surveys you administered to all GEAR UP participants during the past academic year (2001-2002). The first table requests data on the accuracy of their knowledge of college costs by grade level. The second table requests other information asked on both the middle school and high school surveys, such as early planning for postsecondary education and educational expectations. The third table requests information on high school-level college preparatory behaviors. This table is only applicable to high school students.

Grade Level, Table 1, Knowledge of College Costs by Current Grade Level (2001-2002 school year)

For each grade, report the average cost of attending (i.e., tuition and fees only) a 4-year public college for one year in your state as reported by students. Indicate also the number of students within \$500 of the actual average of attending a 4-year public institution in your state.

Current Grade Level	Number of students completing survey	Cost of College Attendance (2001-2002)	
		Average reported by students	Number of students within \$500 of actual average
6			
7			
8			
9			
10			
11			
12			
Total			

Table 2, Student Survey Data, by school type: Questions asked of all students

	Number of Students Reporting		
	Middle School	High School	Total
Number of students completing survey	_____	_____	_____
Student has talked with someone about college entrance requirements <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____	_____ _____	_____ _____
Student is aware of two or more types of postsecondary institution <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____	_____ _____	_____ _____
Highest degree plans to attain <input type="checkbox"/> Less than high school <input type="checkbox"/> High school only <input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Graduate or professional degree	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
Thinks he/she will be able to afford to attend 4-year public institution <input type="checkbox"/> Yes (Definitely or Probably) <input type="checkbox"/> Not Sure <input type="checkbox"/> No (Doubts it or Definitely not)	_____ _____ _____	_____ _____ _____	_____ _____ _____
Receiving 21 st Century Certificate has changed his/her plans about attending college <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____	_____ _____	_____ _____
Participation in GEAR UP has changed his/her plans about attending college <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____	_____ _____	_____ _____
Student believes academic performance is <input type="checkbox"/> Better <input type="checkbox"/> About the same <input type="checkbox"/> Worse <input type="checkbox"/> Not Sure	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

Grade Level, Table 3, Questions asked of High School Students only by Current Grade Level (2001-2002 school year)

Student Survey	Current Grade Level (2001-2002)				All
	Number of 9 th Graders	Number of 10 th Graders	Number of 11 th Graders	Number of 12 th Graders	
Total number of students surveyed	_____	_____	_____	_____	_____
Student has talked with someone about college financial assistance ■ Yes ■ No	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
Student has taken or is planning to take: PSAT SAT ACT AP classes ASVAB Other college admissions test	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____
Junior and seniors: Not planning on applying to college Planning to apply to college Applied to 4-year Applied to 2-year	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

F. Parent Knowledge and Participation in GEAR UP

This section of the report asks you to provide information from parent surveys you administered to all parents of GEAR UP participants during the past academic year (2001-2002). The first table requests data on the accuracy of their knowledge of college costs by grade level. The second table requests information on other items related to college preparation.

Grade Level, Table 1, Parent's Knowledge of College Costs by Current Grade Level of Student (2001-2002 school year)

Current Grade Level of GEAR UP Student	Number of parents completing survey	Cost of College Attendance (2001-2002)	
		Average reported by parents	Number of parents within \$500 of actual average
6			
7			
8			
9			
10			
11			
12			
Total			

Table 2, Parent Survey Data

	Number of Parents Responding
Has talked with someone about college admissions <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____
Has enough information about college preparation <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____
Degree aspirations for child <input type="checkbox"/> Less than high school <input type="checkbox"/> High school only <input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Graduate or professional degree	_____ _____ _____ _____
Main reason child would not continue education after high school <input type="checkbox"/> NA/Child will continue <input type="checkbox"/> Costs <input type="checkbox"/> Desire to work <input type="checkbox"/> Poor grades <input type="checkbox"/> Not interested <input type="checkbox"/> Join military <input type="checkbox"/> Family issues <input type="checkbox"/> Other	_____ _____ _____ _____ _____ _____ _____
Familiar with college entrance requirements for <input type="checkbox"/> 2-year college <input type="checkbox"/> 4-year college <input type="checkbox"/> Vocational, trade or business	_____ _____ _____
Has talked with child about attending college <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____
Has talked with someone about the availability of financial assistance <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____
Thinks child will be able to afford to attend 4-year public institution <input type="checkbox"/> Yes (Definitely or Probably) <input type="checkbox"/> Not Sure <input type="checkbox"/> No (Doubts it or Definitely not)	_____ _____ _____
Has participated in GEAR UP events <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____
Receiving 21 st Century Certificate has changed their plans for child to attend college <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____

SECTION V: PROFESSIONAL DEVELOPMENT

This section of the report asks you to provide information about the professional development activities that your project provided during the past academic year (2001-2002). Please enter the names of all schools served by your GEAR UP project in the same order as in School Level Data, Table 1.

Table 1, Numbers Receiving Professional Development, 2001-2002

School Name	Number of Teachers of GEAR UP Students	Number of Teachers of Gear Up Students Participating in GEAR UP Sponsored Professional Development
TOTAL		

In the table, please indicate all services that your project provided in 2001-2002. Please refer to the accompanying list of possible services (**Section VIII: The GEAR UP Service Codes**, beginning on page 28 of this document) and enter the appropriate code numbers. If you provided services that do not appear on the list, please enter code numbers shown and describe those services as indicated. For each service that you provided, please indicate the number of participants that received the service and the average and median hours of that service per participant receiving the service (across all project sites). Please try and account for all service hours of your project. If you are providing estimates in any cell for average or median hours, please indicate by placing an asterisk (*) next to the estimate. GEAR UP services are services that are supported in full or in part by GEAR UP federal or matching funds. They include both direct services to youth as well as instructional or other service provided as a result of reforms supported through GEAR UP (such as curriculum or school reform).

Table 2, Professional Development Activities, 2001-2002

Service (to describe the service, enter a code number in each of the three columns. See "Service Codes" at end of report)				2001-2002 School Year		
Nature of Service	Timing of Service	Mode of Service	Description	Number Receiving Service	Number of Hours of Service	Number of Sessions

(more rows can be added).

SECTION VI: ADDITIONAL PROJECT PERFORMANCE GOALS

In this section, please discuss your annual measurable objectives for Students, Parents and Teachers for the 2001-2002 School Year.

OBJECTIVE	OUTCOME
95% of middle school participants will participate in career exploration activities by the end of the school year	100% of middle school participants participated in career exploration activities by the end of the school year.

School reform efforts undertaken as part of this project (e.g., curriculum development, other professional development, linked courses, team teaching, etc.) are difficult to capture in quantitative reporting. Please use this section to indicate any school or classroom reform objectives that your project set for this year and what has been achieved. Provide specific information and data to support the accomplishment of each objective. If you did not meet any objective, please give a brief explanation of the reasons and what you plan to do to accomplish the objectives.

SECTION VII: OTHER RELEVANT INFORMATION

In this section provide any additional information about your project that you think is important to the overall performance of your project. Provide only as much detail as is necessary.

[illegible]

SECTION VIII: SERVICE CODES

GEAR UP SERVICE CODES

Please use one of each of the following three sets of codes (nature, timing, mode) to describe each service you provide to students as reported in the GEAR UP Project Services Table. (Section III, Table 6)

NATURE OF SERVICE OR PROJECT ACTIVITY

Please select the service nature/activity code that most closely describes the project activity. Try not to use the “other” categories unless absolutely necessary. Some project activities may entail multiple services. For example, a summer program might include tutoring, instruction, and mentoring. For such activities, please code each service individually (e.g., math tutoring, general mentoring, etc.), but use the “timing” codes that indicate that the service is occurring as a summer offering (e.g., two week summer session).

- 01 Tutoring, math: Supplemental assistance with coursework
- 02 Tutoring, English: Supplemental assistance with coursework
- 03 Tutoring, other academic subject(s). Subject: _____
- 04 Tutoring for a school, district, or state required standardized test Iowa Test of Basic Skills, Stanford 9,
- 05 Tutoring for SAT, ACT, or other college entrance exam. Indicate test _____
- 06 Tutoring, other. Please describe _____
- 07 Tutoring, additional other Please describe _____
- 08 Computer assisted lab, English. Supplemental assistance with coursework where students use computer programs as the primary means to learn subject matter (a resource person may also be present, however).
- 09 Computer assisted lab, math. Supplemental assistance with coursework where students use computer programs as the primary means to learn subject matter (a resource person may also be present, however).
- 10 Computer assisted lab, other academic subject. Supplemental assistance with coursework where students use computer programs as the primary means to learn subject matter (a resource person may also be present, however). Subject: _____

- 11 Computer assisted lab, preparation for standardized test. Supplemental assistance to prepare for test where students use computer programs as the primary means to learn subject matter (a resource person may also be present, however). Test _____
- 12 Computer assisted lab, other. Please describe _____
- 13 Other academic support service Please describe _____
- 14 General mentoring. Mentor meets and pursues activity with a student on a regular basis. Mentoring is one-on-one and its aim is to provide role model, inspire student, expose student to new activities, ideas, encourage collegegoing. It is not primarily instructional assistance.
- 15 Professional mentoring. Student works with professional in a field on a joint project.
- 16 Other mentoring Please describe provider and activity

- 17 Classroom instruction, English, based on redesigned or reformed curriculum.
- 18 Classroom instruction, English, smaller class size
- 19 Classroom instruction, English, other innovation, Please describe
_____.
- 20 Classroom instruction, math, based on redesigned or reformed curriculum
- 21 Classroom instruction, math, smaller class size
- 22 Classroom instruction, math, other innovation. Please describe
_____.
- 23 Classroom instruction, study skills (such as test taking, note taking, reading for meaning, etc.) based on redesigned or reformed curriculum,
- 24 Classroom instruction, study skills, (such as test taking, note taking, reading for meaning, etc.) smaller class size
- 25 Classroom instruction, study skills, other innovation. Please describe

- 26 Classroom instruction, other subject area. Please describe subject and innovation _____
- 27 Other classroom instruction Please describe subject and innovation

- 28 Student(s) attends classes at postsecondary institution for high school credit. Explain project role _____
- 29 Counseling, personal: Student is provided with assistance in solving personal or family issues.
- 30 Counseling/advising for college, including college choices, entrance requirements, financial assistance. This activity might also be called academic advising.
- 31 Counseling/advising, career. Student is provided with assistance aimed primarily at finding about careers or vocational opportunities.
- 32 Other counseling. Please describe _____
- 33 Workshop on college preparation: choosing a school, entrance requirements, financial assistance. Meeting or conference that presents information on what is necessary to attend college.
- 34 Workshop, study skills. Meeting or conference that presents information on how to prepare for exams, take notes in class, manage time, use computers to study, etc.
- 35 Workshop, careers. Meeting or conference that presents information on educational or other requirements for one or more careers or occupational fields.
- 36 Workshop, other. Please describe _____
- 37 Workshop, additional other Please describe _____
- 38 College visit. Student(s) visits one or more colleges to learn about its offerings, requirements, etc. (not college student shadowing, which is a separate code below)
- 39 Job site visit. Student(s) visits one or more places of employment to learn about nature of work in field, requirements for work in field (not job shadowing which is a separate code below).
- 40 Cultural event. Students visit cultural institution (museum, public building), attend performance (theater, musical event, etc.)
- 41 Other visit Please describe _____
- 42 Job shadowing. Student(s) spends time (at least several hours) accompanying an individual in a particular work setting. Aim is to learn what the individual does and what skills are required.

- 43 College student shadowing. Student spends time (at least several hours) accompanying a student in various settings—residential, classroom, campus, etc. Aim is to learn what college life is like.
- 44 College professional shadowing Student spends time (at least several hours) accompanying an instructor or administrator in various settings—classroom, campus, etc. Aim is to learn what academic life is like,
- 45 Other shadowing Please describe _____
- 46 Parent service: workshop for parents on college requirements, financial assistance
- 47 Parent service: other workshop Please describe _____
- 48 Parent service: additional other workshop Please describe _____
- 49 Counseling for parents. Project works with a single family on personal issues
- 50 College advising for parents: Project works with a single family on issues of college financial aid or college requirements.
- 51 Other parent service Please describe _____
- 52 Additional other parent service Please describe _____
- 53 Family activity, general. Project sponsors or pays for attendance at social activity to involve/engage parents in project. Such activities might include sporting events, picnics, and the like.
- 54 Family activity, project specific. Project sponsors events such as awards banquets that highlight student achievement, accomplishment.
- 55 Materials developed for and disseminated to parents (newsletters, information guides, etc.)
- 56 Curriculum development. Redesign of curriculum in a partner school. Please describe _____
- 57 Other professional development activity. Describe _____
- 58 Other project activity. Describe _____
- 59 Additional other project activity. Describe _____

Additional codes if necessary: 60-

SERVICE TIMING

For each service offered, pick the code that reflects the time when service is most commonly provided—not how often a single students receives it. For example, if tutoring is available at a school after school every day, select code 01 even if the typical student receives it only once a week..

- 01 After school, every day
- 02 After school, a few times a week
- 03 After school, once a week
- 04 After school, less than weekly
- 05 Before school, every day
- 06 Before school, a few times a week
- 07 Before school, once a week
- 08 Before school, less than weekly
- 09 During school hours every day
- 10 During school hours a few times a week
- 11 During school hours once a week
- 12 During school hours, less than weekly
- 13 Every weekend
- 14 Most weekends
- 15 Weekends, only a few times
- 16 Evenings, regularly scheduled
- 17 Evenings, only a few times
- 18 Daily during summer session of one or two weeks
- 19 Once or a few times during summer session of one or two weeks
- 20 Daily during summer session, three or four weeks

- 21 Once or a few times during summer session of three or four weeks
- 22 Summer session, other. Please describe _____
- 23 Annual or semi-annual event
- 24 Other periodic event
- 25 One time occurrence
- 26 Other _____

SERVICE DELIVERY MODE

Please pick the service delivery mode that best describes the setting in which this service is offered.

- 01 Instruction by teacher(s) in regular, scheduled class (e.g., English or math)
- 02 Instruction by other professional(s) in regularly scheduled class (e.g., partnership staff member teaches English class)
- 03 Joint instruction by teachers and/or other professional(s) in regular, scheduled class
- 04 Instruction by teacher in specially scheduled class (e.g., project-offered class)
- 05 Instruction by other professional(s) in specially scheduled class
- 06 Joint instruction by teacher(s) and/or other professional(s) specially scheduled class (e.g., project-offered class)
- 07 Large group session led by project staff (e.g., assembly)
- 08 Small group session led by project staff (e.g., group tutoring or supplemental instruction)
- 09 One-on-one session led by project staff (e.g., advising)
- 10 Large group session led by other professional(s)
- 11 Small group session led by other professional(s)
- 12 One-on-one session led by other professional(s)

- 13 Large group session led by paraprofessional
- 14 Small group session led by paraprofessional
- 15 One-on-one session led by paraprofessional
- 16 Large group session led by college student
- 17 Small group session led by college student
- 18 One-on-one session led by college student
- 19 Activity led by parent(s)
- 20 Activity led by community volunteer(s)
- 21 Activity led by business volunteer(s)
- 22 Activity led by project participant(s)
- 23 Other delivery mode. Please describe _____